

SPECIAL EDITION

A publication of the Indiana Principal Leadership Academy • A division of the Indiana Department of Education

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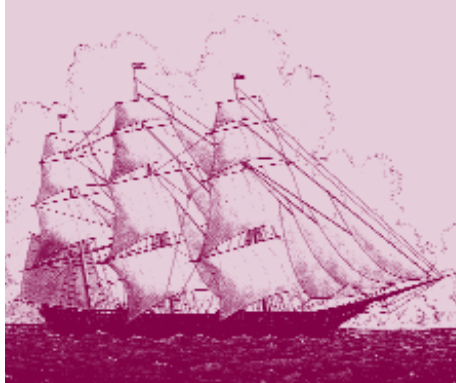
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LEADERSHIP



A Changing World Calls for United Principles

By Don Jantzi, Principal
Chamberlain Elementary



"Say, Mr. Jantzi, did you hear that a crack house was raided across the street from school last night?"

Those words hit me hard, but not because I didn't understand the prevalence of drug usage in the neighborhood.

First, they hit me because of the polarity of purpose from one side of the street to the other. Chamberlain is a place where parents' dreams for their children and children's dreams and gifts are gently held, developed and supported by a community of people dedicated to children becoming productive citizens in a democratic society. On the other side of the street is where dreams are sold into slavery for greed with no regard for the quality of human life.

Second, the words put an exclamation point on the rate of change that is around us and the randomness and complexity of that change. At the present time, information is doubling every two years, new technology is obsolete in two years or less, news is instantaneous from any part of the world and change is as much a part of our everyday existence as the air we breathe. Not only is change constant, but scientific research in fields like Systems Theory has helped us to understand that all things are interrelated and connected. There are no isolated or discrete parts of our schools that we can change at one time without affecting other parts. Like a spider web, if we touch curriculum, then all other parts of the system are touched as well.

How do we, as educational leaders, live in this world of constant change and navigate a world of interrelatedness, complexity and random happenings while keeping a sense of coherency on the hundreds of decisions we make daily in our buildings? It would seem that we need to be masters of change and the change process and have a strong frame of reference in our buildings around which our schools evolve.

Michael Fullan, one of the experts in the field of educational change, in his book, *Change Forces*, discusses eight basic laws of change. They are:

- You Can't Mandate What Matters (The more complex the change the less you can force it.)
- Change is a Journey not a Blueprint (Change is non-linear, loaded with uncertainty and excitement and sometimes unpredictable.)
- Problems are our Friends (Problems are inevitable and you can't learn without them.)
- Vision and Strategic Planning Come Later (Premature visions and planning blind.)
- Individualism and Collectivism Must Have Equal Power (There are no one-sided solutions to isolation and group think.)
- Neither Centralization nor Decentralization Work (Both top-down and bottom-up strategies are necessary.)

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(Continued on page 2)



- Connection with a Wider Environment is Critical for Success (The best organizations learn externally as well as internally.)
- Every Person is a Change Agent (Change is too important to leave to the experts, personal mind set and mastery is the ultimate protection.)

These are laws filled with paradoxes. Learning is messy and less efficient than we would like, at times with fewer “either/or’s” and more “and’s.” “The opposite of a profound truth can be another profound truth.” The New Sciences tell us that everything is in a constant process of discovery and creation. Margaret Wheatley says that life is intent on finding what works and not what’s “right.” Life uses redundancy, fuzziness, dense webs of relationships and unending trial and error to find what works. There are no permanently right answers. There is a sense of freedom in these words for me but also a sense of fear, chaos, and being out of control. This fear is alleviated when I find that life is also attracted to order and to create order creates a strong frame of reference, a center, around which all of the whole is connected. As educational leaders, does this have anything to say to us amidst the chaos and complexity that enters our life every day, little of it of our doing? I believe it does.

What strong frame of reference do you and I have at our schools? What center, moral purpose and/or identity have we intentionally discovered and/or created to be our guide for our school community? What force field have we created that connects and binds together but allows freedom and creativity within this boundedness?

Following are eight moral purposes of schooling as described by several educational scholars. Which one speaks to your heart?

- | | |
|--|---|
| • Self Actualization of the Child | Develop the child’s interests.
Each student’s personal signature is unlike any other. |
| • Academic Rationalists | Learn specific content. |
| • Economic Rationale | Prepare students to be productive workers to sustain the economy.
Accountability/Tougher Standards |
| • Social Reconstructionist | Get students ready to live in a democracy, and be socially responsible. |
| • Process Standard | Learn how to think. Can you use it and think with it? |
| • Moral Standard Bearer | Builds morals and character. |
| • Constructivist | Make personal meaning from our learning. |
| • Legal Requirement | Because you have to. |

What conversations/reflections have we had with ourselves, our staff and our school community in prioritizing our purpose of schooling? Do we have a strong identity, a strong set of mutually agreed upon educational principles that then allow greater freedom for people to create, invent, learn and grow around these principles? Do we have a mutual set of beliefs that touch and invite our heads and our hearts? Or, do we continue to add more rules and layers of structure to try to keep growth, change and newness at bay or, at least, under “control?”

There is an Egyptian proverb that says, “When spider webs unite they can tie up a lion.” We are living in a world of constant and accelerating change. We cannot answer the questions of the new world in the same way we have in the past. The lions of chaos and complexity cannot be handled by just one person. But, one person can invite and lead a group of people to gather around mutually agreed upon sets of principles that live in their hearts and are expressed in their actions.

Summer Team Building Institute

Mark your calendars for the
Indiana Principal Leadership Academy’s
Summer Team Building Institute 2000!

This annual four-day event is being held at the Seasons Lodge and Conference Center in Nashville, Indiana, from June 12-15, 2000.

This year’s conference, designed to provide school teams with information and skills that will assist them in developing school action plans, is being facilitated by:

Troy Watkins, Team Leader;
Nick Alcorn, Rebekah Baker,
Barbara Downey, Jim Halik, Janet Larch,
Judi Poole, Sheila Rohr and Don Small.

At the conference, participants will learn:

- To understand and respect individual contributions within a team and how a team works.
- A structure for the planning, implementing, and evaluating desired goals.
- To apply IPLA process skills.
- To build trust through teamwork.
- Their role in the change process.

Registration is limited. School teams are selected on a first-received, first-honored basis, so register early. Registration forms are available in this newsletter, do not miss out!



2000 Summer Team Building Institute

June 12-15, 2000

Seasons Lodge & Conference Center - Nashville, Indiana

\$99.00 per Participant

15 CRUs are Available for all Participants

School _____
School Corporation _____
Address _____
City _____ State _____ Zip _____
Phone _____
Team Leader & Title _____
E-Mail Address _____

Please attach a list of team member names and titles.

Will this team be a first year team or an advanced team? ☐ Year 1 ☐ Advanced

Payment by: ☐ Check ☐ P.O. Enclosed ☐ Check to Follow

Please make check payable to: IPLA Alumni Association, Inc.

and mail to: Indiana Principal Leadership Academy • Summer Institute
Room 229, State House • Indianapolis, Indiana 46204-2798
Phone: 317-232-9004 • www.doe.state.in.us/ipla

**Registration is limited. Registration deadline is May 12, 2000.
Applications will be accepted on a first-come, first-honored basis.**



The Emergence of IPLA Culture

By Jim Ellsberry ,
*The DeWitt Institute
for Professional
Development*

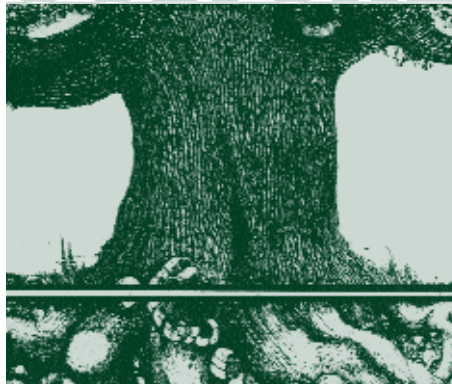
Webster says that culture represents the distinct and varied social "circles" in which we, as

individuals, travel through our larger society. Authors such as Margaret Mead, Peter Senge, and Terrence Deal, have written about culture as it applies to civilizations, systems, and organizations. They would agree that culture can be the vehicle by which people learn the rites, the arts, the traditions, the lore, and the practices that combine to create the ethos of the individual groups, or "cultures," to which they belong.

Given time, culture will evolve from within any system whether formal or informal, natural or contrived. Thus, within the context of our national culture, there are an infinite variety of sub-cultures that exist, including those of: family, church, school, business, government agency, and other social organizations (including neighborhood gangs). Recently, as I was researching the history and the origins of IPLA, it became clear to me that over the past fourteen years IPLA has developed its own unique culture. A set of practices has evolved that, in combination, define the culture of the Indiana Principal Leadership Academy.

- **Treating people as if they are special:** Top quality presenters, first-class facilities, providing snacks and mementos, and sharing smiles and warm greetings are some examples of the many ways that the IPLA culture reflects the belief that each principal is special.

CULTURE



- **Focus on continuous improvement:**

Everyone who has experienced IPLA has heard the adage, "Good as we are, what would it take to make us even better?"

Clearly, there is an expectation that everyone, every school, no matter how "good" they are, has a window of opportunity for improvement.

- **Laughter has the power to heal:**

In the IPLA culture, people are expected to work hard and give their best effort in completing their Goal Action Plans designed for personal and school improvement.

Along with that comes many opportunities for playfulness and spontaneous humor. From jokes told by presenters, to skits on Graduation Day, laughter is a part of the culture.

- **No one succeeds in a vacuum:**

Networking and developing new friendships have been cited by many graduates as some of the most beneficial features of IPLA. Bringing principals together for training, regardless of grade levels served, was an unprecedented move in 1986. What experience has revealed is that leadership is leadership. Scheduling is scheduling. Supervising halls, cafeterias, bus duty, etc., are all the same concepts, whether done by elementary, secondary, or middle grade level principals. The IPLA culture has produced new relationships, better understanding, and more collaboration among all princi-

pals.

- **You get out of it what you put into it:** Another IPLA adage is that people don't care about what they don't own. The culture of IPLA has, from the beginning, promoted the involvement of participants in planning, directing, and implementing all aspects of the program. As things have evolved over the years, hundreds of principals have played significant roles as peer facilitators, working members of planning groups, serving on the Advisory Board, writing for the newsletters, as presenters, and as leaders of the Alumni Association. The culture encourages involvement and supports commitment.

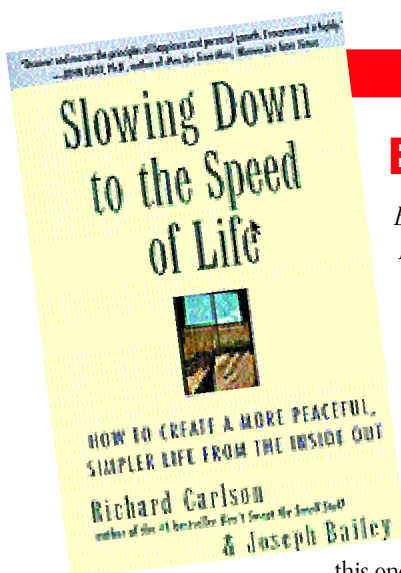
- **Honor the past, challenge the present, look to the future:** Recently, the IPLA staff brought together a Blue Ribbon Design Team of principals, professors, business people, and politicians to develop a long-range plan, including five goals to be accomplished over the next three years. As they worked together, it was clear that what had been accomplished by those who preceded this team was viewed as important and treated with respect. At the same time, our present makes it clear that not everything from the past will serve us well in the future.

We have to be willing to let go; the survival of the culture depends on it.

- **Legends, myths, and stories:** As one examines the history of the Academy, it is interesting to note the people who have had long-lasting connections and thereby provide a sort of continuity from one group to the next. Gary Philips, Clinton Bunke, and Joe Whalen have presented to nearly all groups. The names of Dr. Gerald DeWitt, Dr. H. Dean Evans, Governor Robert Orr, and Bill McColly are legendary within the IPLA circle. And then there is "George." George had his picture taken with group XIII and was having dinner at the conclusion of Orientation Day when he discovered

(As a follow-up to this article, Deb Lecklider is asking for stories and experiences that readers believe would contribute to the lore of the IPLA culture.

Please email those stories to Colleen Moran, cmoran@doe.state.in.us.)



Book Review

*Book reviewed by Mary Ray, Principal
East Side Elementary, Brazil, Indiana, Group 31*

“Slowing Down to the Speed of Life: How to Create a More Peaceful, Simpler Life from the Inside Out”

By Richard Carlson and Joseph Bailey

If you have read Don't Sweat the Small Stuff you must read this one! In Slowing Down, Carlson tells you what to do to stop sweating the small stuff. The need for both authors to slow their lifestyles down prompted this collaboration. Both men decided through their experiences in psychology that the concept of Psychology of Mind helped them to be “in the moment with their thinking.”

If you read this book with an open mind, you can learn: to slow down and enjoy each moment, that slowing down doesn't involve major changes in your lifestyle, that your productivity will actually increase, and that other people's habits, attitudes, behaviors, and moods don't have to affect your day. Carlson and Bailey want to help you maintain calm in a crisis, be more prepared for the unexpected, realize that life doesn't have to be taken so seriously, and that the best way to prepare for the future is to live in the moment.

One of the major steps in slowing down to the speed of life is recognizing your thinking - to see that thought is not always reality but our experiences of reality. There are two modes of thought - the processing/analytical mode and the free-flowing mode. We need to use the analytical mode when we know all of the facts and information. The problem is, that even when we don't know all of the facts, we still often use this mode. This can cause frustration and stress. The free-flowing mode allows us to have information flowing - some from memory and some creative. The primary purpose of this mode is to enjoy life, operate at peak performance and efficiency levels, and solve problems where one or more variables are unknown. We need to be able to recognize our unhealthy thinking and return to “healthy psychological thinking.”

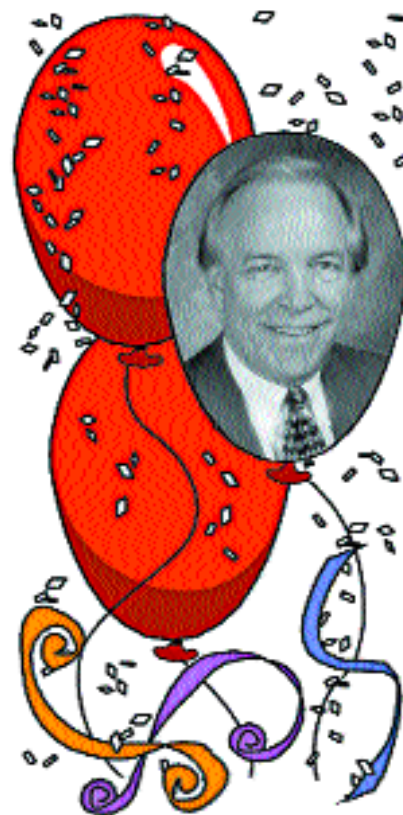
When we are able to navigate our thinking, we tap into a peaceful feeling that spreads into our entire way of life. Bad things can still happen when we are rushed, hurried, and frustrated, but they won't look as bad when we are slowed down to the speed of life. As our mind slows down, we are able to see life more clearly. Feelings are mechanisms to let us know when our minds are going too quickly. When our internal buzzer goes off (uncomfortable feelings), we need to slow down and not think of life as an emergency.

Analyzing, self-judging, and living in the past are habits that we all have, but they can also keep us from living in the moment. By practicing healthy habits of listening, being willing to not know, having faith in the free-flowing mode, and putting problems on the back burner, we can allow ourselves to slow down and live in the moment.

All stress begins with a single thought. What you do next with those first initial thoughts can determine if your stress will escalate and eventually overwhelm you. If you can catch yourself and shift to a free-flowing mode of thinking, you can get yourself back on track and back in the moment.

Finally, the most important moment in your life is this one - right now. It's the only moment you have.

Congratulations Don Setterlof



Candidate for NAESP President-Elect

**We are pleased to offer our
congratulations to
Don for his nomination
as NAESP President-Elect.**

**Don is an IPLA graduate
of Group 11. He also serves
as one of our summer training
facilitators, Alumni Board
member and chairperson of
our winter conference.**

**Good luck in the
upcoming election!!!**



Reflections on the High School -- The Block Schedule

*By Jim Mervilde, Principal
Center Grove High School, Greenwood, IN*

We can change a whole lot of things in high schools without changing anything important. The block schedule is a perfect case in point. I have been the principal of two different high schools that have studied, adopted, and implemented block schedules. Although the final form and the organizational history of the schedules differ significantly, there are some lessons that emerged from those experiences. I am convinced that the study, development, and implementation of a block schedule can be a powerful tool for high school improvement. However, educators must go beyond changing the schedule to improve what is really important in high schools.

- Remember that the two central functions of any school are teaching and learning. Although there are a myriad of political and economic issues surrounding the implementation of a block schedule, the single most important purpose of going to a block schedule should be to improve teaching and learning. How are teachers going to teach differently during the block schedule, and how is the work of students going to change? We have all known for years that one of the central truths about American high schools is that there are often places where young people go to watch older people work. Is it the expectation of you, your staff, your students, and your community that there will be changes and improvements? How will you support and evaluate these changes?



- The structural part of changing a block schedule is probably the easiest and most dramatic improvement. What schools typically find when they go to a block schedule is that student discipline and the school climate measurably improve. This should be expected. After all, there are fewer passing periods, fewer opportunities for students to be tardy, and fewer opportunities for other kinds of mischief that sometimes befalls us during the school day.
- The block schedule does slow down the rat race pace of high schools and makes it more manageable.
- It helps to know the parameters before you start the process. We almost never solve problems in our profession by throwing money at them. Are any additional resources available to the school to implement the change? How much money do you have for professional development? How empowered are you by the superintendent and board to make the thing work? Knowing the answers can make the planning and implement phases positive and effective.
- Implementing a block schedule presents opportunities for fundamental and systemic change that are rare in our business. Principals and teachers working through this process should take advantage of the opportunity whenever possible to address some of the issues with American high schools that we all know need to be examined.

- We have all been involved in “raising the bar” in this state. The Graduation Qualifying Exam has had the effect of forcing us to be more conscious of educating all our students. Schools adopting a block schedule often raise graduation requirements in the process. One of the issues schools should consider is providing time in the block schedule for students to get extra help as they try to manage their way over the raised bar. Schools that have employed a resource period in their schedule have also provided opportunities for students to meet with teachers to tackle more rigorous and meaningful work.
- The news of tragic school violence of the last two years has raised the consciousness of educators, parents, students, and communities about the organizational climate of schools. In many schools, especially large ones, we do not even know all of our students. With longer periods of time, resource periods, and other programs, all schools must get to know their students better. Block scheduling may offer some opportunities to build community in schools.
- Schools should use the development and implementation of block scheduling as a model for future development and changes. This is one of those instances that how you accomplish this innovation is almost as significant as what is developed. Creating what Senge called a learning organization is a must.

The block schedule is not a panacea for American high schools. However, it is a tool that can improve the effectiveness of high schools, create a positive environment, and be an important first step in the major redesign of the high school model. This redesign is necessary for high schools to continue to serve our young people into the next century.



IPLA STAFF NEWS

The Indiana Principal Leadership Academy is happy to announce two new members to the IPLA team.

COLLEEN MORAN

Colleen has been selected as the new Associate Director for IPLA. Colleen comes to the Academy from Western Boone School Corporation where she most recently served as an Assistant Principal in the middle and high schools. She served two previous years as Assistant Principal at the elementary level. Colleen has worked with IPLA as a Summer Team Building facilitator, as part of the Blue Ribbon Design Team-Action Teams, and as part of the IPLA Live Advisory Board. We are excited to have Colleen as part the IPLA team.



Colleen Moran

BARBARA DOWNEY

Barbara has been working with the IPLA team as a consultant, coordinating the Alumni Winter Conference and the IPLA newsletters. She has been part of the Academy for many years, graduating from Group 21. She has also served as a member of the Alumni Board, Blue Ribbon Design Team-Action Teams, IPLA Live Advisory Board, and will be a facilitator at this year's Summer Team Building Institute. Barbara recently finished her doctorate degree from Indiana State University where she also serves as a University Supervisor for their Principal Intern Program. She also worked in Franklin Township School Corporation as an Elementary Principal and as an Assistant Principal in MSD Wayne Township. We are happy to have Barbara as part of the IPLA team.



Barbara Downey



Communication with Principals Via the Internet

IPLA Live! is a web-based delivery system providing professional development to Indiana's principals.



In an effort to save you time and possible frustration, find a technology expert to do the following BEFORE live broadcasts:

- Log onto our website www.doe.state.in.us/ipla [scroll down the left side (purple) of the page and click on IPLA LIVE!]
- Find the flashing purple box marked TECHNICAL ASSISTANCE! Click on [Step-by-Step Instruction for Downloading and Installing RealPlayer Basic 7](#). PRINT

To View IPLA Live!

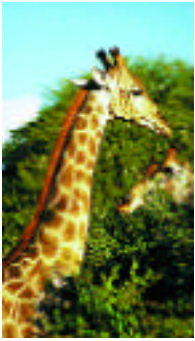
- Log onto www.doe.state.in.us/ipla to locate feature dates/times by choosing IPLA Live! from the purple menu.
- During a live broadcast, click on [View Live Netcast](#), under LIVE Video Event (purple).
- Please e-mail us to share your comments via the [On-Line Feedback Form](#) listed under FEEDBACK! or iplalive@doe.state.in.us.



"We are what we repeatedly do, excellence then is not an act, but a habit." *Aristotle*

Success is not an event. It is an ongoing process we engage in, time and time again. Aristotle says it in a profound way. Anyone can succeed once or twice. And, anyone can fail or lose a battle or two along the way. What we must focus on is the habit of excellence; practicing success, repeatedly, day after day.

John Maxwell, Leadership 101.



**Indiana Principal
Leadership Academy**
Room 229, State House
Indianapolis, IN 46204-2798

CALENDAR

Apr. 19-20

Academy Sessions

Sheraton Indianapolis North Hotel

Groups 33 & 34

Apr. 25-27

Academy Sessions

Sheraton Indianapolis North Hotel

Group 36 (4/25)

Groups 35 & 36 (4/26-27)

May 8

Alumni Board Meeting

Carmel High School - Carmel, IN

June 12-15

Summer Team Building

Seasons Lodge - Nashville, IN

June 22-23

Alumni Board Retreat

Place to be Determined - Indianapolis

June 25-27

Facilitator Training

Hotel Nashville - Nashville, IN

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